

The evolution of NICEC: A historical review

A. G. Watts

Since its establishment in 1975, NICEC has adopted three different organisational forms. From 1975 to 1992, it was a research and development organisation jointly sponsored by the Careers Research and Advisory Centre (CRAC) in Cambridge and by The Hatfield Polytechnic (later the University of Hertfordshire). Then, from 1992 to 2010, it was a research and development organisation operating as a network, initially supported by CRAC and later becoming autonomous. Finally, since 2010, it has become a learned society. This article describes in detail the first of these stages, and then outlines the organisation's subsequent evolution.



Origins and initial structure

The establishment of NICEC in 1975 was stimulated by organisational changes within CRAC (for a more detailed account, see Smith, 2010). Set up by Adrian Bridgewater and myself in 1964 as a non-profit organisation, registered as an educational charity, CRAC was by the early 1970s engaged in publishing a growing variety of careers resources. Publishing requires risk capital, and in a competitive environment it was feared that this might endanger CRAC's survival as a charity. It was accordingly decided to establish a commercial publishing company, Hobsons Press, which would publish on behalf of CRAC, feeding back to it royalties and licence fees. There were fears, however, that in such a structure the creative energy might lie with Hobsons. It was therefore agreed to seek a parallel initiative through which CRAC's research and development activities might grow and flourish: a new institute aiming to advance the development of career guidance services in Britain through education and training programmes, and research and development work.

We felt that the appropriate structure for such an institute would be through a partnership with a higher education institution. Possibilities within Cambridge were explored, but at that time its educational activities were divided between three institutions (the University Department of Education, the Institute of Education, and Homerton College), none of which then seemed likely to provide a hospitable environment for the kind of initiative we had in mind. We had however established close links with Sir Norman Lindop, Director of The Hatfield Polytechnic, who expressed great interest in our plans. A Planning Board was accordingly set up, jointly chaired by Sir Norman and by Sir Peter Venables (Chairman of the Open University) which brokered the partnership with CRAC and the Polytechnic out of which NICEC was born.

It was Sir Peter who suggested that we should use the term 'national institute'. His contention was that if that was what we wanted to be, we should use the term: then, if we were good enough, we would become one. It was a transformational piece of advice. The Planning Board also established the structure for the new Institute, including a Council (containing representatives of CRAC and the Polytechnic plus some outsiders) to be responsible for its policy direction and good management, an Academic Committee to be responsible for the academic integrity and quality of its work, and an Advisory Panel to contain guidance practitioners and members of relevant professional bodies.

A further key element in launching the new institute was gaining the support of the Leverhulme Trust to enable Professor Donald Super to come to Cambridge for three years to establish our research programme. Donald Super was widely viewed at the time as the world's leading academic figure in the career development field. His book *The Psychology of Careers* (Super, 1957) was a key text; he also had

extensive international networks. He was a strong Anglophile, was proud that his first degree had been at Oxford, and was about to retire from his post as Professor of Psychology and Education at Teachers College, Columbia University, New York. Through our Cambridge links, we secured a Fellowship for him at Wolfson College. The combination of a Cambridge base and helping to establish our new Institute proved sufficient to attract him. He was appointed as Honorary Director, with me as Executive Director (I subsequently became Director on his departure).

The initial core of NICEC was to be provided by the small Research and Development Unit for which I had been responsible within CRAC, and by new Senior Fellow appointments made by the Polytechnic. Bill Law was appointed from January 1975; Ian Thoday from January 1976 (replaced by John Miller in autumn 1977). Later, in January 1980, following the end of Donald Super's term at NICEC, the Polytechnic would appoint a third Senior Fellow, John Killeen, to be responsible for co-ordinating NICEC's research programme. In addition, arrangements were made at the outset for two staff responsible for long courses in career guidance within the Polytechnic – Tony Crowley (tutor to the vocational counselling option in the applied social studies course) and Eileen Tipper (tutor to the diploma course in careers education and guidance) – to be seconded to NICEC for a half-day a week as Associate Fellows, in return for which NICEC staff made contributions to these courses.

The other major contribution made by the Polytechnic was to provide accommodation for NICEC at Bayfordbury House, a large mansion in a beautiful setting which belonged to the Polytechnic but was too far from Hatfield to locate teaching there. This became available from September 1976. Up to that point, NICEC was located at the CRAC offices in Cambridge; thereafter, it had a dual location, with expansion based largely at Bayfordbury.

The strategy for expansion was initially based on attracting research and development grants which would enable additional staff to be recruited. The Leverhulme grant included funding for a research assistant (Jenny Kidd), and Donald Super's reputation also attracted a further research-council-funded student (Rob Ward): both were appointed Junior

Fellows, as later was Eddy Knasel, recruited with the aid of a one-year grant from the Canadian Employment and Immigration Commission. In addition, from January 1977 to July 1978, Jill Hoffbrand was seconded to NICEC for two days a week to establish a Careers Education Resources Centre (to enable teachers and careers professionals to view curriculum and information resources before deciding which to acquire); when this ended, a similar arrangement was made with Hertfordshire LEA to support Barbara Pilcher for two half-days a week to maintain the centre. Then in 1978/79 two major three-year contracts were won: one for a Careers Guidance Integration Project, jointly funded by the Department for Education and Science and the European Economic Community; the other from the Schools Council to disseminate the work of its Careers Education and Guidance Project. These made it possible to recruit two further Senior Fellows (Kathryn Evans and Beryl Fawcett) and a Field Officer (John Pearman). On top of this, a one-year grant was provided by the Further Education Unit, for a review of social education, enabling Rosemary Lee to be recruited as a Research Fellow.

The result was that at its growth peak, in 1978/79, NICEC had eleven full-time and three part-time professional staff, plus administrative support staff: possibly the largest team ever assembled for such work in the UK. These were structured in three units: for training and development (schools), co-ordinated by Bill Law; for training and development (post-school), co-ordinated by John Miller; and for research, co-ordinated by Donald Super and subsequently by John Killeen. Thereafter, a succession of further research and development grants enabled some of these professional staff to be retained, and others to be brought in, including Debbie Clark and Diane Bailey. John Miller was replaced by David Ball in 1988 and then by Ruth Hawthorn in 1990.

In addition, NICEC from an early stage adopted the practice of appointing Visiting Fellows – usually academics on sabbatical. The combination of NICEC's programme and the possibility of locating themselves in Cambridge (as several of them did) proved a strong attraction, and a number of distinguished people in the career development field spent time at NICEC on this basis. These included several from the USA (Ed Herr,

Rupert Evans, Jim Sampson, John Krumboltz, Norton Grubb) and others from Australia (Pamela Weir, Col McGowan), Canada (Richard Young), Denmark (Peter Plant), France (Even Loarer), New Zealand (Alan Webster) and the UK (Gloria Goldman, Steve Murgatroyd).

In 1983/84, the Polytechnic decided to move NICEC from Bayfordbury House to the Polytechnic's Balls Park annexe in Hertford. Accommodation there was more limited. Moreover, whereas in the initial stages the contributions provided by the Polytechnic and by CRAC had been regarded as core funding, with the income derived from funded projects and fees for services being used to fund additional staff, the Polytechnic now began to require NICEC income to reduce its net expenditure (which for several years had been around double that from CRAC). Accordingly, more priority began to be given to costing the time of core staff on to projects and to working in partnership with other organisations and individuals rather than seeking to recruit more staff. The volume of activity was sustained, but in a more flexible way and with lower overhead costs.

Activities 1975-92

From an early stage, four main principles underpinned NICEC's development. First, its work should be concerned with career development on a lifelong basis, embracing all ages and all sectors. Second, it should seek to combine theory and research with policy and practice. Third, as a national institute, NICEC should seek to be international in its scope, disseminating its work to other countries but also learning from research and practices elsewhere. Finally, as an institute seeking a wide impact from a small operational base, NICEC should seek to work in an open and collaborative way with a wide variety of other organisations and individuals, on the synergistic principle that collaboration maximises effectiveness.

The initial work was concerned primarily with schools. A major activity from the outset was to seek to improve the quality of short courses in guidance skills, to complement the longer (often one-year) courses that were by then becoming established. A series of

training modules were developed, comprising flexible packages of training strategies and resources linked to particular guidance skills, ranging from interviewing to developing careers education programmes. Experienced practitioners were trained and supported to run these modules for Local Education Authorities and other organisations, as part of NICEC's 'field staff'. In addition, a *NICEC Training Bulletin* (later retitled the *NICEC Careers Education and Guidance Bulletin*), edited by Bill Law, was produced to provide a resource for others engaged in training work in this field, alongside a consultancy and course design service. The Schools Council project provided a basis for greatly extending this work, including a structure of regional co-ordinators established in partnership with other organisations.

Alongside these training and development activities, a grant from the Church of England Board of Education for a study of careers education and guidance in six schools led to the seminal publication of *Schools, Careers and Community* (Law and Watts, 1977). This included the influential DOTS model; it also explored (in collaboration with the Grubb Institute) ways of intervening with schools as organisations, in relation to their wider communities. Both became major strands of NICEC's subsequent work. The DOTS model was used, for example, in pioneering work with the Association of Graduate Careers Advisory Services on careers education in higher education (Watts, 1977a). The use of organisation development approaches in relation to career guidance, linked to the concept of 'guidance communities', was the basis of the Careers Guidance Integration Project (Evans and Law, 1984) and of further interventions not only in schools but also in colleges and other post-school organisations (some of this innovative work was later theorised by Law (1996b)).

The conceptual basis for NICEC's general work was subsequently outlined in an early statement which indicated the Institute's commitment to a developmental, learning-based concept of careers guidance based on careers education (linked to the DOTS model) and counselling. It was contended that this approach 'seems both to take best account of how people actually make career decisions and to be best adapted to a rapidly changing occupational world'. It accordingly 'seems to offer the best prospect of

simultaneously satisfying societal needs for effective deployment of manpower, and individual needs for a fulfilling working life' (NICEC, 1978).

The theoretical basis for this position was significantly developed through a weekly research seminar chaired by Donald Super, to which NICEC staff and invited guests contributed. A major theme was the debate between the developmental view of career and the sociological critique of it (Daws, 1977; Roberts, 1977). A set of papers based on these discussions was published as a major book entitled *Career Development in Britain* (Watts, Super and Kidd, 1981), which synthesised the considerable British empirical work on career development (much of it sociological in nature) and related it to the American-derived theoretical models (predominantly psychological) that had inspired NICEC's early work. Law (1981) subsequently developed 'community interaction' as a 'mid-range' theory of career development (and later built a career learning theory that significantly extended this work (Law, 1996a)). The move to seek to build stronger bridges between psychological and sociological perspectives as the theoretical foundations for the career development field was continued by John Killeen (1985).

Alongside this core theoretical work, NICEC's research and development activities also attended to a number of other themes. Three are worthy of particular attention.

The first was the major challenge posed in the late 1970s by the massive growth in unemployment in general, and of youth unemployment in particular. This led to major high-level policy debates, to which NICEC contributed (Watts, 1977b), and to a variety of government initiatives addressed to the 16-19 age-group, with the potential of supporting a period of systematic vocational exploration as well as preparation. With support from the Manpower Services Commission and the Further Education Curriculum Review and Development Unit, NICEC carried out a series of projects to explore this potential, including attention to 'social and life skills' (Lee, 1980), to guidance aspects of the Youth Opportunities Programme (Knasel, Watts and Kidd, 1982) and to the concept of a 'personal guidance base' (Miller, Taylor and Watts, 1983), supported by tutoring (Miller, 1982). It was also involved in examining

implications for schools (Watts, 1978b), in developing the concept of 'education for enterprise' (Watts and Moran, 1984) and in constructing curriculum materials for schools on widening concepts of work (Law and Storey, 1987). In addition, NICEC developed a manual for work with the adult unemployed, including a conceptual model that was adopted as the basis for the Government's REPLAN programme (Watts and Knasel, 1986), and carried out more fundamental conceptual work on the implications for education of unemployment, linked to different scenarios regarding the future of work (Watts, 1983a).

The second theme was concerned with the application of computer technology to career guidance. Following an evaluation of the first major interactive computer-aided careers guidance system to be developed in the UK (Watts, 1975), and subsequent reviews of the state of the art in this field (Watts, 1978a; Watts and Ballantine, 1983; Watts, 1986a), NICEC was part of a consortium commissioned by the Department of Education and Science to develop the most comprehensive and sophisticated system developed in the UK: PROSPECT (HE). In addition to providing consultancy in the development of the system, NICEC was also responsible for a formative evaluation (Watts, Kidd and Knasel, 1991), a study of its impact on organisational change (Sampson and Watts, 1992) and a feasibility study on adapting it for use with the 16-19 age-group in schools and colleges (Watts, Humphries and Pierce-Price, 1988), as well as publishing an analysis of the policy issues raised by the way in which it had been developed (Watts, 1993).

The third was concerned with demonstrating the impact of careers guidance. An initial review of the British evidence on its effectiveness (Watts and Kidd, 1978) was followed by reviews of its learning outcomes (Killeen and Kidd, 1991; Kidd and Killeen, 1992) and by a ground-breaking exploratory review, conducted in collaboration with the Policy Studies Institute, on its economic value (Killeen, White and Watts, 1992). The latter review in particular received widespread attention, particularly through the dissemination of a six-page NICEC Briefing summarising its findings. Similar NICEC Briefings were thereafter produced for other key NICEC projects.

Alongside this work, a wide variety of other development projects were carried out and books

and other publications produced. Publications related to schools included work on profiling (Law, 1984) and individual action planning (Watts, 1992b); on issues related to ethnicity (Watts and Law, 1985) and gender (Watts and Kant, 1986) in careers education; on franchising of education for adult and working life to community partners (Law, 1986) and the role of education-business partnerships (Law, 1991a); on experience-based learning about work, including work experience (Watts, 1983b; Miller, Watts and Jamieson, 1991), work shadowing (Watts, 1986b; 1988) and work simulation (Jamieson, Miller and Watts, 1988) (all in association with the School Curriculum Industry Partnership); and on the changing relationship between the Careers Service and schools (Watts, 1986c; Killeen and Van Dyck, 1991); as well as two open-learning packs on careers work (Law, Hughes and Knasel, 1991) and on co-ordinating careers work (Law, 1991b). Work on higher education included a paper on strategic planning and performance measurement for higher education careers services (Watts and Sampson, 1989) and a review of careers education elements of the Enterprise in Higher Education programme (Watts and Hawthorn, 1992). Work on adult guidance included a rationale and conceptual framework for analysing adult guidance provision (Watts, 1980a), a 'state of the art' survey of current provision (Watts, 1980b), research into the potential demand for adult guidance services (Killeen, 1986; 1989), an examination of the place of guidance in relation to open learning (Bailey, 1987) and a system for monitoring guidance agencies at local level (Hawthorn et al, 1991). Broader policy studies included an exploration of the implications of 'new right' policies for careers guidance (Watts, 1991). More theoretical research studies included studies of young people's occupational decision-making (Kidd, 1984a; 1984b), of work values and work salience (Kidd and Knasel, 1980; Knasel, Super and Kidd, 1981), and of vocational maturity (Super and Kidd, 1979; Ward, 1982) and career adaptability (Super and Knasel, 1981).

Finally, NICEC also carried out a number of international studies of career guidance services and systems. These included studies of career guidance under apartheid in South Africa (Watts, 1980c) and of the 'lifetime employment system' in Japan (Watts, 1985), as well as of careers guidance in a developing country, Malaysia (Watts, 1978c), and in Sweden (Watts, 1981), plus a study of school-community

links in the USA (Law, 1982). They also included a comparative study of the relationship between career guidance and the school curriculum in six countries for UNESCO (Watts and Ferreira Marques, 1978), a review of career guidance services for young people in the 12 member-states of the European Community for the European Commission (Watts, Dartois and Plant, 1988) and a study of the occupational profiles of vocational counsellors in EC member-countries for CEDEFOP (Watts, 1992a; for the UK component of this study, see Hawthorn and Butcher, 1992).

Alongside its own research work, NICEC maintained – initially in partnership with the national Foundation for Educational Research – a *Register of Research in Educational and Vocational Guidance*. This provided a regularly updated listing of ongoing research, to which any interested organisations and individuals could subscribe. NICEC also contributed to a series of strategic initiatives in the career guidance field, including the Standing Conference for the Advancement of Counselling (SCAC) (this included editing its report on counselling at work (Watts, 1977c)), the Standing Conference of Associations for Guidance in Educational Settings (SCAGES) (which I co-chaired with Stephen McNair of UDACE), and the Education for Enterprise Network and Entrain (a consortium given a large contract by the Manpower Service Commission to incorporate enterprise elements into the Youth Training Scheme) (both of which I chaired).

In addition, through its links with CRAC's Conference Office, NICEC organised a number of strategic national conferences, often linked with exploring new potential areas of NICEC work or disseminating existing work. Often these led to publications based on the proceedings. Examples included career development in companies and organisations (1978; 1982), the relationship between schools, the Youth Opportunities Programme and the New Training Initiative (Watts, 1982), education for enterprise (Watts and Moran, 1984), guidance and educational change (Watts, 1990), and a European conference on computers in careers guidance which was jointly planned with, and included an innovative teleconferencing link with, a parallel conference in the USA (Watts, 1989).

Evolution

The partnership between CRAC and The Hatfield Polytechnic had provided a strong and fruitful basis for NICEC's work for 17 years. By 1992, however, the Polytechnic's priorities were changing, and with growing pressures on its resources, it indicated that it would require NICEC to move rapidly towards covering all its costs. It was accordingly decided that it would be best to terminate the partnership and to restructure NICEC as a network organisation supported by CRAC, with links with the University of London, Institute of Education. An important role in planning and implementing this transition was played by a Transitional Advisory Committee chaired by Sir Christopher Ball, previously Chair of the NICEC Council.

Under the new arrangements, Ruth Hawthorn moved to the Institute of Education as a Research Fellow, and the substantial NICEC research library was moved there too; it was also thenceforth used as the location for our Fellows' meetings and research seminars. I became a Visiting Fellow in the Department of Policy Studies at the Institute, but remained a CRAC employee, based at the CRAC offices in Cambridge. John Killeen remained at the Polytechnic as a member of its teaching staff, but also continued to be a NICEC Fellow to support his research work. Bill Law became a self-employed consultant.

In addition, invitations were extended to a number of other individuals with established reputations for research and development work in the field of careers education and guidance to become NICEC Fellows and Associates. The Fellows were gradually extended to include – for varying periods of time – people working in schools (David Andrews, Anthony Barnes, Jill Hoffbrand, Barbara McGowan), in further education (Jackie Sadler), in higher education (Val Butcher, Arti Kumar, Aminder Nijjar, Phil McCash, Rob Ward), in adult guidance (Judy Alloway, Geoff Ford, Lesley Houghton, Heather Jackson, Stephen McNair), in work organisations (Wendy Hirsh, Charles Jackson) and with other or more general interests (Lyn Barham, Helen Colley, Leigh Henderson, Allister McGowan, Rachel Mulvey, Mary Munro, Marcus Offer, Hazel Reid, Andrea Spurling). Some had institutional affiliations; most were self-employed. In addition, a number of overseas

individuals with whom NICEC had maintained close links were invited to become International Fellows.

To underpin the new arrangements, a Statement of Intent on Quality was produced to define a way of working for the members of the network, as well as assuring quality to external contractors. The core principles included a commitment to:

- The improvement and development of high-quality career education and guidance provision for all age-groups and in all sectors.
- Social equity as an underlying principle for career education and guidance; equal opportunities in the provision of career education and guidance and in NICEC's own working practices.
- Valuing a diversity of professional and stakeholder perspectives, drawing on external expertise where necessary.
- Informing policy development.
- Disseminating the outcomes of its work as widely as possible (subject to client confidentiality agreements), and in clear, relevant and accessible forms (through reports, other publications, conferences and workshops), to researchers, policy-makers and practitioners.

The Statement also indicated that members of the NICEC Network sought to:

- Combine local, national and international perspectives, wherever appropriate.
- Set their work in particular sectors of career education and guidance provision within a lifelong context.
- Set realistic goals and targets at the outset of the work to be undertaken, and deliver agreed work on time.
- Develop robust, well-thought-through ideas, grounded appropriately in theory and research.
- Support policy-makers and practitioners in the implementation of these ideas.

Finally, the Statement indicated that to ensure these standards, NICEC had adopted the following practices:

- A rigorous procedure to be followed in electing individuals to become Fellows of NICEC,

The evolution of NICEC: A historical review

including a review by the existing Fellows of a formal application, plus an interview with the Director and at least one other Fellow.

- Regular meetings of NICEC Fellows to review their work and to share their knowledge and understanding.
- Fellows undertaking to submit drafts of project proposals and project reports to at least one other Fellow not involved in the project, to ensure that they met the specified standards.

CRAC was available as a grant-holder where one was required; it was left open, however, for Fellows to report other work as NICEC work where they so wished. On this basis, an expansion took place in the extent, range and visibility of the work with which NICEC was associated. This was reflected in an increase in the number of NICEC Briefings and Project Reports.

An important additional development was the initiation of a series of 24-hour Policy Consultations. The basic model was to invite a group of 15-25 people to work together from lunch to lunch, with some pre-reading, and with a strong process designed to immerse participants in the issues, and then – on the morning of the second day – to identify some conclusions and recommendations for action. Eighteen such events were held between 1994 and 2001. Most were commissioned by Government Departments in relation to emerging areas of policy which related to guidance services or had guidance implications. These included the National Record of Achievement, Government lifetime learning strategies, the Third Age, Individual Learning Accounts, and the University for Industry. Two ‘home international’ consultations provided opportunities for guidance developments in England, Scotland, Wales and Northern Ireland to be compared and contrasted. Other topics covered included career-related learning in primary schools, guidance in further education, adult guidance strategies, the role of trade unions in guidance provision, progression in careers education across different sectors, the relationship between career guidance and financial guidance, the use of ICT in the new Connexions Service, constructs of work used in career guidance, and developing a research culture in career education and guidance. Each was followed by a short Conference Briefing, usually written by a NICEC

Fellow, summarising the issues and recommendations. Several of the consultations had significant impact on subsequent policy and practice.

Alongside the Policy Consultations, two larger ‘Cutting Edge’ conferences were held on research and innovative practice in managing and developing careers across the life-span, in 2000 and 2003. Planned by a group including all the major guidance professional associations, with funding from Government and other sponsors, each brought together around a hundred researchers and innovative practitioners.

Another important development was a grant from the Esmée Fairbairn Trust to enable five present and past NICEC Fellows to synthesise NICEC’s work up to this point as a core text for researchers, policy-makers and practitioners. Entitled *Rethinking Careers Education and Guidance: Theory, Policy and Practice* (Watts, Law, Killeen, Kidd and Hawthorn, 1996), it, in important respects, complemented the 1981 volume (Watts, Super and Kidd, 1981): whereas the earlier book had focused largely on the process of career development, the new one focused on interventions in that process. It included four chapters on theory, six on provision (in schools, further and adult education, higher education, work organisations, the Careers Service, and other sources), five on practice (interviews, curriculum, experience-based learning, recording achievement and action planning, and use of computers), three on development (staff development, organisational development, and evaluation) and three on policy (socio-political ideologies, international perspectives, and public policy).

In 1997 the University of Derby decided to establish a Centre for Guidance Studies. I was appointed Visiting Professor, and close links were established between NICEC and the new Centre under its Director, Deirdre Hughes (for a history of the origins and subsequent development of the Centre, see Hyde, 2014). In the light of pressures on library space at the University of London, Institute of Education, the bulk of the NICEC library was moved to Derby in 1998. The links with the Institute of Education gradually weakened, and finally ended in 2005.

In 2000 a new NICEC journal was launched, entitled *Career Research and Development*. Edited by Anthony Barnes, it was designed to occupy the middle ground

between the *British Journal of Guidance and Counselling* (with which NICEC had been strongly involved since its inception) and practitioner journals. It replaced the *NICEC Careers Education and Guidance Bulletin*.

I retired as Director of NICEC in 2001 (though continuing as a Fellow) and was succeeded by Malcolm Maguire. Following his departure in 2005, Ruth Hawthorn took on the position of Acting Director until March 2006. At this point, CRAC appointed a new Chief Executive, Jeffrey Defries, who initially combined that role with being Director of NICEC. David Andrews took on a new role as Chair of NICEC, being succeeded by Allister McGowan at the end of 2006. NICEC was now established legally as a subsidiary company of CRAC, with its governance entrusted to a Board of Directors appointed largely by the NICEC Fellows. CRAC acted as the grant-holder for external NICEC contracts when required, and also provided administrative support. In 2010, however, CRAC decided to downsize and indicated that it could no longer support NICEC.

At this point, the Fellows decided to transmute NICEC to become a learned society for reflective practitioners in the broad field of career education, career guidance/counselling and career development. This would include individuals whose primary role relates to research, policy, consultancy, scholarship, curriculum development, delivery or management. NICEC would seek to foster dialogue and innovation between these areas through events, networking, publications and projects. It would no longer, however, seek to tender for externally-funded projects. This enabled Fellowship invitations to be extended to a number of people based in universities and other research organisations who might previously have experienced a conflict of interest in being a Fellow of an organisation that might be competing for research contracts with their own institution. On this basis, Fellowships were offered to and accepted by a number of other well-established individuals in the career development field, including Jane Artess, John Arnold, Laurie Cohen, Audrey Collin, Tristram Hooley, Kate Mackenzie-Davey, Rosemary McLean, Marian Morris, Claire Nix, Henrietta O'Connor, Janet Sheath, Michelle Stewart, David Winter and Julia Yates. In addition, the word 'Careers' in its title was replaced by 'Career' (in recognition of the notion that an individual has only

one career, representing their lifelong pathway through learning and work). At the time of writing, in early 2014, NICEC comprises 27 Fellows, 10 International Fellows, 4 Emeritus Fellows and a number of other members (who receive the NICEC journal and can attend seminars).

Conclusion

NICEC has evolved through a number of different forms, responding to its changing environment. It has never been a conventional organisation. Indeed, for most of its history it was not a separate legal entity, but rather an activity first of its two parent organisations and later of one of them. At the same time, it has developed and maintained a strong sense of identity. Its fluidity has enabled it to be more organic than mechanistic in nature, able to manage innovation and adapt to change (Burns and Stalker, 1961).

In retrospect, the period during which NICEC operated as a network organisation can be seen as a bridging phase in NICEC's evolution from dependency to autonomy, and from a research and development organisation to a learned society. The concept of a network organisation was a hybrid: more formal than a network; more flexible than an organisation. The issue of whether it was an organisation operating as a network, or a network presenting itself as an organisation, was creatively ambiguous.

In many respects NICEC as it has evolved can be viewed as an interesting example of a 'career community' as defined by Parker, Arthur and Inkson (2004): a social structure that provides career support, sense-making and learning to its members, transcending the boundaries of any single organisation. The concept of a learned society maintains this notion, but also links it to promoting academic engagement connected to a particular professional area of work: in this case, careers work.

In evolving as it has, NICEC has managed its survival, has fulfilled the intentions with which it was established, and has enabled its new form to build upon the foundations laid in the earlier phases of its existence.

References

- Bailey, D. (1987) Open Learning and Guidance, in *British Journal of Guidance and Counselling*, 15, 3, 237-256.
- Burns, T. and Stalker, G.M. (1961) *The Management of Innovation*, London: Tavistock.
- Daws, P.P. (1977) Are Careers Education Programmes in Schools a Waste of Time? – a Reply to Roberts, in *British Journal of Guidance and Counselling*, 5, 1, 10-18.
- Evans, K. and Law, B. (1984) *Careers Guidance Integration Project: Final Report* (3 volumes), Hertford: NICEC.
- Hawthorn, R. and Butcher, V. (1992) *Guidance Workers in the UK: their Work and Training*, Cambridge: CRAC/Hobsons.
- Hawthorn, R. et al. (1991) *Who Offers Guidance?*, Sheffield: Employment Department.
- Hyde, C. (2014) *A Beacon for Guidance*, Derby: International Centre for Guidance Studies, University of Derby.
- Jamieson, I., Miller, A. and Watts, A.G. (1988) *Mirrors of Work: Work Simulations in Schools*, Lewes, Sussex: Falmer.
- Kidd, J.M. (1984a) Young People's Perceptions of their Occupational Decision-Making, in *British Journal of Guidance and Counselling*, 12, 1, 25-38.
- Kidd, J.M. (1984b) The Relationship of Self and Occupational Concepts to the Occupational Preferences of Adolescents, in *Journal of Vocational Behavior*, 24, 48-65.
- Kidd, J.M. and Killeen, J. (1992) Are the Effects of Careers Guidance Worth Having?: Changes in Practice and Outcomes, in *Journal of Occupational and Organizational Psychology*, 65, 219-234.
- Kidd, J.M. and Knasel, E.G. (1980) *Work Values and Work Salience: a Review of British and North American Research*, Hertford: NICEC.
- Killeen, J. (1985) *Psychology, Sociology and Work Entry*, Hertford: NICEC.
- Killeen, J. (1986) Vocational Guidance for Adults: a Study of Demand, in *British Journal of Guidance and Counselling*, 14, 3, 225-239.
- Killeen, J. (1989) Adults' Vocational Mobility Intentions: the Roles of Sex, Age and Labour-Market Position, in *British Journal of Guidance and Counselling*, 17, 1, 76-93.
- Killeen, J. and Kidd, J.M. (1991) *Learning Outcomes of Guidance: a Review of Recent Research*, Research Paper No.85, Sheffield: Department of Employment.
- Killeen, J. and Van Dyck, R. (1991) *States of the Union*, Hertford: NICEC.
- Killeen, J., White, M. and Watts, A.G. (1992) *The Economic Value of Careers Guidance*, London: Policy Studies Institute.
- Knasel, E.G., Super, D.E. and Kidd, J.M. (1981), *Work Salience and Work Values: their Dimensions, Assessment and Significance*, Hertford: NICEC.
- Knasel, E.G., Watts, A.G. and Kidd, J.M. (1982) *The Benefit of Experience*, London: Manpower Services Commission.
- Law, B. (1981) Community Interaction: a 'Mid-Range' Focus for Theories of Career Development in Young Adults, in *British Journal of Guidance and Counselling*, 9, 2, 142-158.
- Law, B. (1982) *Beyond Schooling*, Hertford: NICEC.
- Law, B. (1984) *Uses and Abuses of Profiling*, London: Harper and Row.
- Law, B. (1986) *The Pre-Vocational Franchise: Organising Community-Linked Education for Adult and Working Life*, London: Harper and Row.
- Law, B. (1991a) *Side by Side?*, Hertford: NICEC.
- Law, B. (ed.) (1991b) *Co-ordinating Careers Work: a TVEI Resource Pack*, Sheffield: Employment Department.
- Law, B. (1996a) A Career-Learning Theory, in Watts, A.G., Law, B., Killeen, J., Kidd, J.M. and Hawthorn, R.: *Rethinking Careers Education and Guidance: Theory, Policy and Practice*, 46-71, London: Routledge.
- Law, B. (1996b) Developing Careers Programmes in Organisations, in Watts, A.G., Law, B., Killeen, J., Kidd, J.M. and Hawthorn, R.: *Rethinking Careers Education and Guidance: Theory, Policy and Practice*, 307-330, London: Routledge.
- Law, B. and Storey, J. (1987) *Is It Working?*, Hertford: NICEC.
- Law, B. and Watts, A.G. (1977) *Schools, Careers and*

- Community, London: Church Information Office.
- Law, B., Hughes, B. and Knasel, E.G. (1991) *Careers Work*, London: Open College/Department for Education and Science.
- Lee, R. (1980) *Beyond Coping: Some Approaches to Social Education*, London: Further Education Curriculum Review and Development Unit.
- Miller, A., Watts, A.G. and Jamieson, I. (1991), *Rethinking Work Experience*, London: Falmer.
- Miller, J.C. (1982) *Tutoring: the Guidance and Counselling Role of the Tutor in Vocational Preparation*, London: Further Education Curriculum Review and Development Unit.
- Miller, J.C., Taylor, B. and Watts, A.G. (1983) *Towards a Personal Guidance Base*, London: Further Education Curriculum Review and Development Unit.
- NICEC (1978) *Aims of the Institute, NICEC Report for 1977/78*, Hertford: NICEC.
- Parker, P., Arthur, M.B. and Inkson, K. (2004) Career Communities: a Preliminary Exploration of Member-Defined Career Support Structures, *Journal of Organizational Behavior*, 25, 489-514.
- Roberts, K. (1977) The Social Conditions, Consequences and Limitations of Careers Guidance, in *British Journal of Guidance and Counselling*, 8, 2, 1-9.
- Sampson, J.P., Jr. and Watts, A.G. (1992) Computer-Assisted Careers Guidance Systems and Organisational Change, in *British Journal of Guidance and Counselling*, 20, 3, 328-343.
- Smith, D. (2010) *Some Sort of Bridge*, Cambridge: Granta Editions.
- Super, D.E. (1957) *The Psychology of Careers*, New York: Harper and Row.
- Super, D.E. and Kidd, J.M. (1979) Vocational Maturity in Adulthood: Toward Turning a Model into a Measure, in *Journal of Vocational Behavior*, 14, 3, 255-270.
- Super, D.E. and Knasel, E.G. (1981) Career Development in Adulthood: Some Theoretical Problems and a Possible Solution, in *British Journal of Guidance and Counselling*, 9, 2, 194-201.
- Ward, R. (1982) An Assessment of the Psychometric Adequacy of the British Adaptation of the Career Development Inventory, in *British Journal of Guidance and Counselling*, 10, 2, 185-194.
- Watts, A.G. (1975) *The IBM/Cheshire Interactive Careers Guidance System: an Independent Review*, Peterlee, Co. Durham: IBM.
- Watts, A.G. (1977a) Careers Education in Higher Education: Principles and Practice, in *British Journal of Guidance and Counselling*, 5, 2, 167-184.
- Watts, A.G. (1977b) A Policy for Youth?, in *The Ditchley Journal*, IV, 1, 35-50.
- Watts, A.G. (ed.) (1977c) *Counselling at Work*, London: Bedford Square Press.
- Watts, A.G. (1978a) Using Computers in Career Guidance in Schools, in *Journal of Occupational Psychology*, 51, 1, 29-40.
- Watts, A.G. (1978b) The Implications of School-Leaver Unemployment for Careers Education in Schools, in *Journal of Curriculum Studies*, 10, 3, 233-250.
- Watts, A.G. (1978c) Careers Guidance in a Developing Country: Malaysia, in *International Journal for the Advancement of Counselling*, 1, 2, 97-105.
- Watts, A.G. (1980a) Educational and Careers Guidance Services for Adults: I. A Rationale and Conceptual Framework, in *British Journal of Guidance and Counselling*, 8, 1, 11-22.
- Watts, A.G. (1980b) Educational and Careers Guidance Services for Adults: II. A Review of Current Provision, in *British Journal of Guidance and Counselling*, 8, 2, 188-202.
- Watts, A.G. (1980c) Careers Guidance under Apartheid, in *International Journal for the Advancement of Counselling*, 1, 2, 3-27.
- Watts, A.G. (1981) Careers Guidance in Sweden: a British Perspective, in *International Journal for the Advancement of Counselling*, 4, 3, 187-207.
- Watts, A.G. (ed.) (1982) *Schools, YOP and the New Training Initiative*, Cambridge: CRAC/Hobsons.
- Watts, A.G. (1983a) *Education, Unemployment and the Future of Work*, Milton Keynes: Open University Press.
- Watts, A.G. (1983b) *Work Experience and Schools*, London: Heinemann.
- Watts, A.G. (1985) The Japanese 'Lifetime Employment

The evolution of NICEC: A historical review

- System' and its Implications for Careers Guidance, in *International Journal for the Advancement of Counselling*, 8, 2, 91-114.
- Watts, A.G. (1986a) The Role of the Computer in Career Guidance, in *International Journal for the Advancement of Counselling*, 9, 2, 145-158.
- Watts, A.G. (1986b) *Work Shadowing*, School Curriculum Development Committee. York: Longman.
- Watts, A.G. (1986c) The Careers Service and Schools: a Changing Relationship, in *British Journal of Guidance and Counselling*, 14, 2, 168-186.
- Watts, A.G. (1988) *Executive Shadows*, School Curriculum Development Committee. York: Longman.
- Watts, A.G. (ed.) (1989) *Computers in Careers Guidance*, Cambridge: CRAC/Hobsons.
- Watts, A.G. (ed.) (1990) *Guidance and Educational Change*, Cambridge: CRAC/Hobsons.
- Watts, A.G. (1991) The Impact of the 'New Right': Policy Challenges Confronting Careers Guidance in England and Wales, in *British Journal of Guidance and Counselling*, 19, 3, 230-245.
- Watts, A.G. (1992a) *Occupational Profiles of Vocational Counsellors in the European Community*, Berlin: CEDEFOP.
- Watts, A.G. (1992b) Individual Action Planning: Issues and Strategies, in *British Journal of Education and Work*, 5, 1, 47-63.
- Watts, A.G. (1993) The Politics and Economics of Computer-Aided Career Guidance Systems, in *British Journal of Guidance and Counselling*, 21, 2, 175-188.
- Watts, A.G. and Ballantine, M. (1983) Computers in Careers Guidance: the British Experience, in *The Counseling Psychologist*, 11, 4, 49-64.
- Watts, A.G. and Ferreira Marques, J.H. (1978) *Guidance and the School Curriculum*, Paris: UNESCO.
- Watts, A.G. and Hawthorn, R. (1992) *Careers Education and the Curriculum in Higher Education*, Cambridge: CRAC/Hobsons.
- Watts, A.G. and Kant, L. (1986) *A Working Start: Guidance Strategies for Girls and Young Women*, School Curriculum Development Committee. York: Longman.
- Watts, A.G. and Kidd, J.M. (1978) Evaluating the Effectiveness of Careers Guidance: a Review of the British Research, in *Journal of Occupational Psychology*, 51, 3, 235-248.
- Watts, A.G. and Knasel, E.G. (1986) *Adult Unemployment and the Curriculum*, London: Further Education Unit.
- Watts, A.G. and Law, B. (1985) Issues for Careers Education in the Multi-Ethnic Classroom, in *Pastoral Care in Education*, 3, 2, 119-127.
- Watts, A.G. and Moran, P. (eds.) (1984) *Education for Enterprise*, Cambridge: CRAC/Hobsons.
- Watts, A.G. and Sampson, J.P., Jr. (1989) Strategic Planning and Performance Measurement: Implications for Careers Services in Higher Education, in *British Journal of Guidance and Counselling*, 17, 1, 34-48.
- Watts, A.G., Dartois, C. and Plant, P. (1988) *Educational and Vocational Guidance Services for the 14-25 Age Group in the European Community*, Maastricht: Presses Interuniversitaires Européennes.
- Watts, A.G., Humphries, C. and Pierce-Price, P. (1988) *PROSPECT (16-19): a Feasibility Study*, Hertford: NICEC.
- Watts, A.G., Kidd, J.M. and Knasel, E.G. (1991) PROSPECT (HE): an Evaluation of User Responses, in *British Journal of Guidance and Counselling*, 19, 1, 66-80.
- Watts, A.G., Law, B., Killeen, J., Kidd, J.M. and Hawthorn, R. (1996) *Rethinking Careers Education and Guidance: Theory, Policy and Practice*, London: Routledge.
- Watts, A.G., Super, D.E. and Kidd, J.M. (eds.) (1981) *Career Development in Britain*, Cambridge: CRAC/Hobsons.

For correspondence

A. G. Watts
 tony.watts@zen.co.uk